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UNIVERSITY OF ALBERTA

EFFECTS OF PART-TIME WORK ON ADOLESCENTS: IMPLICATIONS FOR FAMILY, FINANCES, SCHOOL AND ACTIVITIES

BY

BRENDA FROESE

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL 1993

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FACULTY OF GRADUATE STUDIES AND RESEARCH

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Dr. John J. Mitchell

Dr. Gretchen Hess

Dr. Connie Varnhagen

Date: August 30, 1993

Dedication

To my parents, John and Ann, for teaching me the value of both work and play and to my fiance, Steve, for his unending support in my daily struggle to balance the two.

Abstract

Due to the increasing number of students who are working part-time, the effects that employment may have on adolescent development needs to be examined. Three important dimensions of the effects of part-time work on adolescents were considered: the social, economic, and educational realms. Through a questionnaire administered to grade ten, eleven, and twelve students, the impact that working has on the quality and quantity of adolescents' relationships with family, financial autonomy, grade average, and participation in extra-curricular school activities was assessed. It was found that family relationships were neither impaired nor improved as a function of working. Workers and non-workers did not differ in the degree to which they were involved in family decision-making. Students who work more than 20 hours per week were found to pay for a significantly greater proportion of personal expenses than students who work less than 20 hours per week. Working was not found to impact significantly on students' reported grades or level of satisfaction with school. Working was not found to negatively impact on participation in extra-curricular activities, either within school or outside school. Students' reasons for and against working were also examined. The motivation for employment appears to be primarily to increase spending power. Although it may appear that part-time work has a limited impact on an adolescent's psychosocial development, this investigator cautions that impacts beyond the scope of this study may also have detrimental effects.

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I. INTRODUCTION

Adolescence is a time of change in which youth are searching for their own identity. They are looking at various roles in society and figuring out where they fit. In developing this identity, adolescents may bring their parents' beliefs and attitudes into question in an attempt to separate themselves from their parents and family of origin, turning to the peer group instead. Questions about what they can do and what they want to be may in part be raised by the school, and the extra-curricular activities it has to offer. There is an increased capacity to deal with adult roles. Gradually the adolescent works toward a role and begins to crystallize it.

Research on adolescent development generally emphasizes these three contexts: the family, the school, and the peer group. Recently, however, there has been a fourth dimension added to a majority of adolescents' lives - the work place (Greenberger, Steinberg, Vaux, & McAuliffe, 1980). Working may be seen as another role which the adolescent is "trying on". The effects of part-time employment on adolescents may be examined from an endogenous perspective with an emphasis on Erikson's theory of psychosocial development. Thus, the work place may be dealt with as another area of society which will add to the cumulative effect of the family, school, and peer group in developing an adolescent's personality.

Underpinning these cumulative effects is the assumption of strong maturational influences. Endogenous theories are built on the belief that most

environmental influences are subordinated to the individual's biological blueprint. Critical periods, in which rapid specialized learning occurs, are innately programmed. The environment may speed up, frustrate, or retard this learning. The value of an experience lies, in great measure, in one's maturational "readiness". The impact of an experience will depend on the individual's present level of maturation. From the endogenous view, then, the impact of work experience on the adolescent will depend, in large measure, on the individual's maturational level (Green, 1990).

According to the Eriksonian perspective, the preceeding stages leading up to the identity stage of adolescence challenge the child to learn how to work: how to trust the environment, how to control one's bodily functions, how to initiate projects, how to learn the rules and procedures of co-ordinated activities, how to create and how to avoid failing so as not to feel inferior and inept at each attempt at mastery. Thus, before youths can answer the question about what they want to be, they must find the answers to the question about the kinds of things they can do (Burgan, 1988). The answers to these questions may be, in part, found through work experience.

It is important to consider how the demands of the workplace may produce the disequilibrium which encourages this internal conflict. The workplace is different from the other settings in which adolescents generally spend time in at least two distinct aspects. First, working requires young people to rapidly shift back and forth between different roles. For example, one must behave in an

authoritarian manner toward customers, deferentially toward supervisors and co-equally to co-workers. Within the family, school and peer group, such rapid and frequent shifts are less likely (Steinberg, Greenberger, Jacobi, & Garduque, 1981).

Secondly, work provides more opportunity for interactions with people of different ages and backgrounds. With strangers, the adolescent must rely on more general norms of social behavior, and therefore on communication skills, than when interacting with family members, friends and teachers. While lapses of social understanding may be tolerated within relationships that have histories that will continue, this is generally not the case with interactions at work.

Whether adolescents take on a part-time job during this time, then, may affect their understanding of social interactions. New relationships with non-familial adults will be developed, as co-workers and managers now enter into the youth's social system. Different responsibilities will be added to the teenager's typical day. These changes may affect relationships with family members and peers. School, and the activities it has to offer, may no longer play as significant a role as the youth spends more time in the work force. Thus, the adolescent who is employed during the high school years may have a significantly different developmental experience than the non-worker.

In summary, the effects of employment may on adolescent growth and development is a context that needs to be examined. From an Eriksonian perspective, the role of "worker" may require different responsibilities and

demands of the adolescent than the family, school and peer group. Whether the experience of working part-time while in school has a generally positive or negative effect is the issue which researchers are now exploring.

II. REVIEW OF THE LITERATURE

Background Statistics

A considerable number of high school students are presently working in part-time jobs during the school year. In Canada in 1980, 27% of 15-16 year olds and 37% of 17-19 year olds were working part-time while attending school full-time. In the last decade, this proportion has increased to 34% and 44%, respectively. Of all full-time students, including community college and university students, 17-19 year old high school students had the highest employment rates in 1990. Although there is considerable variation in student employment rates by province, Alberta has above average rates - surpassed only by Ontario and Manitoba (Sunter, 1992). At the present time it is not clear whether the upsurge in high-school employment is a transitory phenomenon or a more permanent change in the transition from youth to adulthood. To the degree that it may be lasting, it is important to understand the implications of this pattern both for the individual adolescents involved, as well as for society at large.

The entry of large numbers of teenagers into the labor force has been attributed to four main forces: (a) economic and occupational changes that have taken place in post-industrial societies; (b) the powerful ideology about the meaning of work which is deeply rooted in North American history and culture; (c) encouragement of parental permissiveness and youthful self-gratification in the 1960's (the time during which large increases in student

employment initially began); and (d) an increased emphasis on materialism and consumerism in society at large, the latter of which is stimulated and sustained on a massive scale by the media, and in particular by intensive programming directed specifically at the teenage population (Greenberger & Steinberg, 1986).

The work that adolescents currently perform in the work-force is projected to be totally different from the work they will do in the future. The largest proportion of student workers are employed in the service sector, where adolescents have become familiar sights behind the counters of fast food restaurants and retail stores (Greenberger & Steinberg, 1986). Unlike most adults, adolescents are willing to work part-time at low wages, since most of their living expenses are paid by parents, and accept irregular work schedules, which detract less from school. In addition, this group of workers tends to be relatively docile, partially due to a lack of experience. They are, as well, easy to replace.

One of the most important factors in this scenario is the proportion of students working long hours. In 1990, 15% of employed students aged 15-16 worked 20 or more hours per week. By the age of 17-19 years, this level increased to 25% of employed students, with males being more likely to work long hours than females (Sunter, 1992).

Upon examining these statistics, the question arises as to how and to what extent such employment impacts upon adolescents. In what ways may

relationships with family members be affected? How will the increased income effect the adolescent's spending habits? And what of the time commitment to school, work, and involvement in extra-curricular activities? Under which circumstances is part-time work beneficial or detrimental? The value of working needs to be weighed against the payoffs obtained from spending their time in other activities that the family, school and community have to offer. Such potential effects cannot be judged without empirical data (Greenberger & Steinberg, 1986).

Three important dimensions of the effects of part-time work to consider are the social, economic, and educational realms (Greenberger & Steinberg, 1986). This study examined the social realm in terms of the adolescents' relationships with their parents, the economic realm in terms of how adolescents manage their increased income, and the educational realm in terms of academic achievement and participation in extra-curricular activities.

Familial Relationships

Of particular importance within the social dimension are the effects that working may have on interactions with adults - especially parents. The familial relationship may be examined in terms of the adolescents' reported emotional closeness to each parent, the amount of time spent with the family, their involvement in family decision-making and parental approval of part-time work.

One study, based on questionnaire data from tenth and eleventh grade students in Orange County, California, used matched samples of workers and

nonworkers. Composed of a relatively homogeneous group of suburban students, the research focused on workers holding their first paid part-time job. When aspects of adolescents's psychosocial developments were analyzed, it was found that working has only a limited impact on relationships with parents. These researchers found that the time an adolescent spends with the family is reduced, although the quality of family relationships (as indicated by degree of reported closeness) is neither impaired nor improved. Interestingly, girls who were not as close to their parents were more apt to seek employment than girls who are close to their parents. In the former case, the parents may be more likely to allow or encourage daughters to get a job (Greenberger, Steinberg, Vaux, & McAuliffe, 1980).

To supplement these cross-sectional findings, the same group of researchers conducted a one year longitudinal study of 176 high school students in Orange County (Steinberg, Greenberger, Garduque, Ruggiero & Vaux, 1982). This study looked at the same students who were examined in grade 10 and grade 11 again one year later, in the 11th and 12th grades, respectively. This time it was found that working had a negative impact on the closeness of girls to the family but a positive effect for boys. For those adolescents who only worked a limited amount of time, though, closeness increased.

These authors cautioned that although it is tempting to see the process of detachment as a natural transition, some young people may become immersed

in work while they still need what the school, family, and peer group have to offer. Working, they suggested, may detract from important relationships and activities without replacing them (Steinberg, Greenberger, Garduque, & Ruggiero, 1982). This view of student employment is based on a view of adolescence which emphasizes the role of introspection, psychosocial moratorium, and a delayed passage into adulthood (Green, 1990). It should also be noted that both of these studies examined only two grade levels. It would have been preferable to include all three grades of high school in order to provide a more complete understanding of the developmental continuum of the effects of working.

Recently, Steinberg & Dornbusch (1991) conducted a study aimed at replicating and elaborating on these findings. Approximately 4 000 15-18 year-olds completed a questionnaire covering a wide range of topics related to part-time employment. In contrast to their earlier work, however, this sample was socioeconomically and ethnically diverse, with students sampled from rural, suburban, and urban high schools in Wisconsin and California. Students with a variety of work histories were also included. In regards to family relations, three indices of autonomy from parents were examined. This included a measure of behavioral control by parents, a measure of family decision-making, and an assessment of the amount of time spent with the family. The results showed that youth who worked longer hours spent less time doing family activities, were monitored less closely by their parents, and were allowed a higher degree of

autonomy over day-to-day decisions. Thus, it was concluded that workers are more independent from their parents than non-workers.

Three possible explanations for this increased level of autonomy were put forth by Steinberg & Dornbusch (1991): (a) adolescents who are more autonomous from their families choose to work longer hours than their less independent peers; (b) increased income available to youth who work may psychologically, as well as physically "buy" independence from their parents, as much of their income earned is spent on car-related expenses; and (c) students who work long hours spend more time away from their parents which, unto itself, may increase their autonomy.

Williams & Prohofsky (1986) analyzed these issues from a different perspective - the working adolescent's satisfaction with family life. Participants were selected from a random telephone survey in Indiana. Initial contact with consenting eligible participants was followed up by an interview and questionnaire. It was found that the number of hours that teenagers worked was negatively related to satisfaction with family life. When the main reason for employment was to gain experience, however, adolescents were more satisfied with their family life as opposed to when their motivation was to get away from home. About 40% of the teenagers reported that working had not affected their lives. The size of the family and family income did not have an effect on family life satisfaction.

In a national study on the fast food industry carried out across the United

States in 1984, adolescent part-time employees of 279 restaurants were asked how they thought their parents felt about them working during the school year (Charner & Fraser, 1988). Respondents between the ages of 14-17 years indicated that 78% of their fathers and 77% of their mothers approved of them working. It is possible, however, that parental approval rates may vary by type of job held by the adolescent.

The issue of parental approval of an adolescent's decision to work during high school is an important one. Students who have the moral and emotional support of their parents may be more likely to report being closer to their parents. Parental support may also be an important factor for the adolescent who is struggling to cope with the pressures of both school and work.

Data collected in the first wave of the longitudinal Youth Development Study in St. Paul, Minnesota also indicated a high degree of parental approval of youth part-time work. Data was obtained from approximately 1 500 parents and 1 000 9th grade students through questionnaires and telephone surveys. It was again found that parents widely approved of their youth working, with the more "advantaged" parents preferring their children to begin to work at earlier ages. Parents believed work fosters independence, higher self-esteem, greater responsibility, and better work habits. In terms of family interactions, they stated that working led to better communication and smoother relationships with their adolescents. With respect to school, they believed working led to a greater appreciation of the value of education and better time management

skills. Perceived disadvantages of work were mentioned by only a small number of parents (Phillips & Sandstrom, 1990).

In examining interview excerpts of the Orange County study, Greenberger & Steinberg (1986) found that the most cited reason for why parents wanted their adolescents to work was to build character. It is believed that working will encourage greater responsibility and self-discipline. Secondly, parents stated that working teaches adolescents what "real life" is about by forcing youth to leave the protected environments of the family and school. Thus, parents indicated a belief in the moral and developmental benefits of working, reflecting the core of the Protestant work ethic. While this ethic has lost its original religious overtones, its contemporary secular form still emphasizes the value of hard work, getting ahead, and financial success (Phillips & Sandstrom, 1990).

In a study (Schill, McCartin & Meyer) conducted in 1985, participants from 39 different high schools in the state of Washington completed a questionnaire. It was found that students from intact families have a greater likelihood of being employed. Middle-class students were also more likely to have a job than their lower socioeconomic counterparts. In all cases, a working mother provided a model for employment in the same way the fathers did. Therefore, these authors found that family structure and socioeconomic status are intertwined with adolescent work experience.

In terms of adolescents' relationships with parents, then, studies conducted to date have found workers to spend less time in family activities and to receive

less parental supervision. Although the effects of working on the reported closeness of adolescents to their parents have been inconsistent, an increase in the number of hours worked has been negatively correlated with the adolescent's satisfaction with their family life. Despite these findings, parental approval of adolescent employment is consistently high, with the majority of parents believing that work builds character.

Financial Autonomy

The second dimension of adolescent work identified as deserving consideration is the economic realm. Most studies in this area focus on the effects on future earnings and employability of youth after leaving high school. In contrast, I have chosen to focus on the more immediate effects. I will examine the financial aspects of youth employment in terms of the effects on financial autonomy. For example, do working adolescents gain increased financial independence from their parents? How do adolescents manage their money? What items are their resources spent on?

It has been found that 53% of adolescents keep all their earnings, 32% report keeping half of what they make, while 10% keep less than half (William & Prohofsky, 1986). Three percent report keeping none of their earnings themselves. As this study examined teenagers from intact families, the results cannot be generalized to single-parent families , wherein greater financial needs may effect the allocation of adolescents' earnings.

In examining how this money is managed, Greenberger, Steinberg, Vaux,

and McAuliffe (1980) found that 81% of their working sample did not contribute money directly to the family. They were more likely, however, to take responsibility for certain purchases. For example, 55% of working youth who buy their own clothing reported that their parents paid for it previously. Secondly, they reported buying items, such as vehicles, that neither they nor their parents had bought previously. Over half of the seniors in their sample indicated they spent between 50-100% of their earnings on their "own needs and activities". The authors question whether being responsible for how one uses one's money is the same thing as learning how to use money responsibly (Greenberger & Steinberg, 1986). However, whether a young person is working or not accounts for more of the variance in the number of financial responsibilities than the amount of his or her income. The average worker in the sample earned about $200 per month, compared to the nonworkers average monthly allowance of $25 (Greenberger, Steinberg, Vaux, & McAuliffe, 1980).

Despite seemingly greater financial autonomy, as suggested by access to personal bank accounts, credit cards and more numerous financial responsibilities, parents continue to have some control over the major spending decisions and the issue of saving money. On big expenditures, parental input did not differ between workers and nonworkers (Greenberger, Steinberg, Vaux, & McAuliffe, 1980).

Manning's (1990) results did not support the findings of Greenberger and his

colleagues. Data was obtained through a national probability sample drawn by the National Survey of Families and Households. Interviews of parents with teenagers between the ages of 16 and 18, indicated that 80% of the working teens were required to use their earnings for special purchases. Over half of the youth (57%) were expected to pay for regular and educational (44%) expenses. Only 8%, however, were required to help pay for family expenses, such as groceries, bills, and eating out. The proportion of those expected to pay for such family expenses increased significantly with the number of hours worked; 15% of those who worked more than 30 hours per week contributed to family expenses. The authors suggest that greater earnings seem to be correlated with increased attempts of the parents to control their teenager's spending habits. It is also possible, however, that those who are working extended hours are doing so, in part, for the family's economic benefit. In comparing this study with previous findings, it should be noted that this survey contained an over-sampling of minority groups, single parents, persons with stepchildren and co-habiting individuals. As such, the structure of the families may have influenced the management of money.

In summary, the majority of adolescents keep the majority of their earnings, as opposed to handing their pay-cheques over to their parents. Although the findings are inconsistent in terms of how this money is spent, working adolescents appear to generally be expected to pay for an increased portion of their personal expenses.

School Performance and Involvement

The third and final dimension identified as a key component of the effects of adolescent work is the educational realm. The question here is "How many hours a week can full-time students work without compromising their ability to achieve academically?" This question has been examined by a number of researchers, although many only looked at academic achievement (grades) of workers versus nonworkers. Other facets which are important to consider but have received less investigation are: participation in extra-curricular activities, satisfaction with school, absences, tardiness and future scholastic expectations.

A cross-sectional study based on the Orange County, California sample (Steinberg, Greenberger, Garduque, & McAuliffe, 1982), examined the costs and benefits of working to school and learning. Based on a a series of questions about school attendance, enjoyment of school, number of hours per week spent studying and time spent in extra-curricular activities, it was found that part-time work led to lower school involvement and poorer self-report of academic performance. However, the part-time work appeared to facilitate the learning of practical knowledge about the business world and the management of money, as measured by a multiple-choice test.

The results showed that academic performance declined when work exceeded 15 hours per week for tenth graders and 20 hours per week for eleventh graders (Steinberg, Greenberger, Garduque, & McAuliffe, 1982). The majority of youth sampled, however, worked 20 hours or more weekly. The

authors emphasized that it is working long hours, not merely working, that is most likely to depress school performance. Students with lower averages learned business-related information better when it was tied to work experience. The negative effect of working on school involvement and performance was balanced, to some extent, by the acquisition of practical knowledge.

When these findings are compared to the longitudinal study conducted by the same group of researchers (Steinberg, Greenberger, Garduque, Ruggiero & Vaux, 1982) the negative impact on school improvement was again born out, although they did not find a negative impact on school performance.

Upon closer examination of adolescents' experiences on the job, one finds few opportunities for initiative, instruction, or reinforcement of basic school skills. Detailed on-the-job observations of adolescents employed in a variety of jobs indicated low rates of initiative taking and little formal instruction (Steinberg, 1982). The findings that students are virtually never required to read, write, or use arithmetic skills is particularly interesting in view of the frequent argument that work experience will show youth how important these skills are. Given that the vast majority of the students are employed in the service industry (Greenberger & Steinberg, 1986), most of the time spent on the job was instead devoted to tasks such as cleaning and carrying objects (Steinberg, 1982).

Upon conducting a replication and elaboration of these studies (Steinberg & Dornbusch, 1991), ten indices of school performance and engagement were assessed. These included self-reported grade point averages, the average

amount of time spent on homework each week for each major class, the frequency of unexcused absences, weekly hours of extra-curricular participation, frequency of school misconduct (cheating, copying homework, etc.), the extent to which they concentrated hard in class, exerted maximum effort in class and reported mind-wandering in class. In addition, orientation toward school -- defined as the degree to which the student values and is committed to school -- was assessed.

The results again indicated that longer hours of work during the school year correlated with lower school performance and school engagement. Students who worked more hours each week reported lower grades, spent less time on homework, paid attention less often in class, exerted less effort in school, were less involved in extra-curricular activities and reported higher levels of mind wandering in class, more school misconduct and more frequent class cutting. It is interesting to note that the highest levels of misconduct are reported among students who work moderate rather than long hours (Steinberg & Dornbusch, 1991).

In two instances, for grade-point average and time spent on homework, a significant drop-off in school performance was found to occur after 20 hours per week of work. In all other cases, however, the relation between school engagement and hours of employment was found to be generally linear (Steinberg & Dornbusch, 1991).

Other researchers have found 20 hours of work per week to be a key

breaking point (Schill, McCartin, & Meyer, 1985). However, the results of this latter study indicated an inverted-U curvilinear relationship. Thus, students who worked less than 20 hours had the highest grade point averages, with non-workers and those working over 20 hours falling at either extremes of this continuum.

It is not clear whether higher achievement serves as a screening device for employees or that those who work less than 20 hours per week are a self-selected group who would be high achievers, regardless of their work status. It would appear, however, that even for higher achieving students, working more than 20 hours per week is too time-consuming and therefore becomes a detriment to scholastic achievement.

Mortimer and Finch (1986) also found negative effects on school achievement. Using data collected from 1966-1974 by the Youth in Transition Study in Michigan, approximately 2 500 10th grade males were followed over their three years of high school. It was found that those with no work experience in high school had significantly higher grade point averages and higher educational aspirations in their senior year.

Approximately 35% of the sample began work in grade10, 24% in grade 11 and 15% in grade 12; 25% of the sample did not work at all. Those who did not start work until grade 12 were not significantly different from those who never worked. Thus, working only one year was not associated with a significant decline in academic achievement. These effects remained constant

even when socioeconomic status, academic achievement in grade nine, academic self-esteem in grade 10, and support and autonomy in grade ten were controlled for. The average number of hours worked increased with an increase in grade level: 11.9 hours/week in grade 10, 19.7 hours/week in grade 11, and 21.9 hours/week in grade 12. As the number of hours worked per week in grade 10 increased, the grade point average increased in grade 11. Weekly hours of work in grade 11 had no significant effect on grades in the final year (Borman & Reisman, 1986).

This study is limited by its sample in that it did not include females and was based on data obtained up to twenty years prior to publication. As well, if the adolescent was working at the time of the sampling in grades 10 and 11, he was assumed to be working all throughout the year, which of course does not necessarily hold true (Borman & Reisman, 1986).

Not all researchers have replicated the negative impacts on school achievement, however. D'Amico (1984) examined data from the 1979-1982 waves of the National Longitudinal Surveys of the Labor Market Experience of Youth. This study consisted of a battery of questions administered to a nationally representative sample of over 12 000 participants aged 14 to 21 in the first year of the survey; respondents were interviewed annually.

Four outcome variables were examined: (a) relative class rank, (b) hours spent studying, (c) free time spent at school, and (d) knowledge of the world of work. High school employment was found to have no adverse consequences

for class rank, and in fact significantly improved the class standing of white males. For females, the work intensity variables were significantly related to increased knowledge of work. However, working more than 20 hours per week in grade 10 increased the probability of dropping out for white males. Higher levels of employment in grade 11 were associated with an increased probability of dropping out for white females (D'Amico, 1984).

D'Amico (1984) attributed differences in findings to the inclusion of workers with a variety of work histories, suggesting that initial workers (such as those focused on by Steinberg, Greenberger, Garduque & McAuliffe, 1982) may have initial difficulties in budgeting their time. The results may also be due in part to the use of class rank - a method by which achievement over all the high school years is summated. Thus, effects on achievement of younger students are not clarified (Kerckhoff, 1985).

Gottfredson (1985) examined the effects of working on commitment to education (formed by averaging the scores for school attendance, educational expectation, self-reported grades, prestige of occupational aspiration and school effort), involvement in extra-curricular activities, time spent on homework and attachment to school (based on reports that the student liked school). Data used in this study were collected as part of the national evaluation of the Office for Juvenile Justice and Delinquency Prevention's Alternative Education Initiative. Selected schools were located primarily in depressed, predominantly minority, inner city areas including: Chicago, South Bronx, Houston, Pasadena,

and some schools in Puerto Rico and the Virgin Islands. In all, over 1 400 students completed this survey.

The findings indicated that working does not significantly reduce commitment to education, attachment to school, and school attendance. Surprisingly, workers were found to spend more time on homework and were more involved in extra-curricular activities than were nonworkers. The author suggests that these latter findings may be a result of preexisting differences, as workers were found to be more active to begin with than nonworkers (Gottfredson, 1985).

This explanation is consistent with the proposal put forth by Schill, McCartin, and Meyer (1985), wherein those students who worked less than 20 hours per week were thought to be a self-selected group capable of greater responsibilities and time-consuming activities.

This sample is limited by the fact that the number of hours worked per week were not included in the analyses. The author notes the possibility that working long hours has detrimental effects on students (Gottfredson, 1985). Strictly speaking, these results may only be generalized to the lower socioeconomic, urban minority base from which this sample is drawn.

More recently, High and Collins (1992) conducted a questionnaire study by mail of college and university students in Long Island, New York. Students with various majors were asked to indicate their ranking in high school, their Scholastic Aptitude Test (SAT) scores, and the average number of hours worked per week during their senior year. A total of 686 questionnaires were

returned, although no indication was given of the percentage rate of return.

The results indicate that students who worked in high school were significantly less likely to be in the top ten percent of their graduating class. No significant differences were found in the percentages of unemployed and employed higher aptitude students (those who achieved a SAT score above 600 on one section and a score of at least 400 on the other section), including those employed more than 20 hours per week. These findings suggest that working while in high school may have more of a negative effect upon school achievement of lower aptitude students than of higher aptitude students (High & Collins, 1992). These findings are, of course, limited to senior students.

Another study which examined the effects of working on academic achievement was carried out by Green and Jaquess (1987). Questionnaire data was collected on the number of hours worked per week, extra-curricular activities and ACT test scores of 477 high school juniors in Oklahoma. ACT scores were chosen over the SAT scores due to the larger number of students taking the ACT test at the chosen high school. Twenty-four students who took the SAT, but not the ACT were eliminated. According the authors, those taking the SAT were pursuing out-of-state scholarships. Therefore, this sample is limited to those students who planned to continue on to university within the state. As working part-time was defined as working at least 10 hours per week, a number of low-level workers may have also been excluded.

The findings showed no significant differences in grade point average

between workers and non-workers. However, both male and female workers were found to participate significantly less in extra-curricular activities, although males maintained a higher level of participation than females. Plans for future education showed no differences between employed and non-employed students.

In a questionnaire study of 1 277 Georgia high school students, students' reasons for having, leaving and not having jobs were examined along with the effects of work on school performance and activities (Berryman & Schneider, 1983). The results indicated that the number of hours worked per week were not significantly related to reported grades, even for the small number of students who worked more than 40 hours per week. Participation levels were generally low for all students with 56.7% of the sample spending fewer than five hours a week in school activities. An increase in the number of hours worked was correlated with fewer hours being spent in extra-curricular activities. Students with higher grades spent more time in school activities than did other students.

Given a list of 10 possible reasons for working, four of the five top ranked reasons were monetary, including to buy luxury items, for spending money, to buy a vehicle, and to pay for college. The other top five response was to gain work experience. When asked why they had left a job, such concerns as interfered with school activities, low pay, interfered with social life, and class work suffered were cited. The issue of a job interfering with school work and

activities was again cited in reference to the question as to why some students were not presently working. Other reasons listed included "because I don't know how to find one" and "I tried but couldn't find one" (Berryman & Schneider, 1983).

Gade and Peterson (1980) found no effects of working on grades or involvement in extra-curricular activities. The sample consisted of 351 tenth grade students in two urban Midwest high schools. Working was defined as being employed more than 12 hours per week while involvement in extra-curricular activities was dichotomized as less or more than five hours a week. These findings are limited by the fact that only one grade level was included in the sample and by the arbitrary level of working which was set by the authors. Beyond this set level (12 hours per week), the number of hours worked were not taken into consideration.

A study by Hotchkiss (1986) examined five outcome variables of the effects of part-time work. Absence from school, tardiness and career explorations were analyzed in addition to academic performance and participation in extra-curricular activities. The data was collected as part of the Columbus Longitudinal study. The 597 students completed questionnaires in their homes while researchers were present. The findings showed that hours of work have no effect on days absent from school, days tardy, number of activities participated in, or grade point average. These results are limited to students in grade 10 and 11.

A study conducted by Yang, Lester & Gatto (1988), analyzed 26 male and 48 female high school students aged 16 and 17 years in a predominantly white, lower middle-class community. Grades were not found to be significantly correlated with being employed. Similarly, for males, the number of hours worked per week was not correlated with grades, although for females the correlation was significantly negative. The authors called for a longitudinal study to further assess these correlational results.

Finally, a study unique because of its Canadian focus (King, 1986) was conducted over a two year span in Ontario high schools. A total of 44 744 students completed a questionnaire and responded to open-ended statements. Students were categorized into basic, general, and advanced levels, based on their course loads and anticipated future course of study. Fewer basic level students were found to work part-time. When the average marks of employed and non-employed students were compared, no significant differences were found for either males or females. However, those who worked more than 15 hours per week (20% of the working sample) were slightly more likely to obtain lower marks.

Students who did not work part-time were less likely to participate than those who work up to 14 hours a week. Those who work 15 hours a week or more, however, also showed a decline in extra-curricular participation (King, 1986).

In summary, numerous studies investigating the impact of part-time

employment on schooling have been reviewed. While some have found a negative effect (e.g., Mortimer & Finch, 1986; Steinberg & Dornbusch, 1991; Steinberg, Greenberger, Garduque & McAuliffe, 1982), others have not (e.g., Berryman & Schneider, 1983; Hotchkiss, 1986). Two critical factors are involved here: (a) whether the number of hours worked per week are used in the analyses, and (b) the way in which school-related outcomes are assessed (Steinberg & Dornbusch, 1991). When workers and non-workers are simply contrasted, significant results are rarely found (e.g., Gade & Peterson, 1992; Gottfredson, 1985; High & Collins, 1992). Studies that analyze the number of hours worked per week generally find an important break-point in achievement around 20 hours per week (e.g., D'Amico, 1984; Schill, McCartin & Meyer, 1985).

Secondly, studies that focus exclusively on achievement (e.g. High & Collins, 1992; Yang, Lester & Gatto, 1988) may underestimate the impact of working on related areas (Steinberg & Dornbusch, 1991). For example, examining the number of hours spent on homework does not tell us how much was assigned, and therefore nothing of how much students did in relation to the amount assigned (Barton, 1989). Studies that include aspects of students' attitudes toward school and work may find stronger effects of extensive employment than do studies which examine only performance and time use (Steinberg & Dornbusch, 1991).

Methodological Limitations

Basic to the understanding and exploration of any phenomenon is a clear definition of the variables under consideration. However, no uniform definition of "work" is used by all researchers (Charner & Fraser, 1988). Some studies have set an arbitrary minimum number of hours per week which participants must be working in order to be classified as employed (e.g., Gade & Peterson, 1980; Green & Jaquess, 1987). Frequently, this does not involve cases of self-employment such as babysitting, odd jobs, tutoring or giving lessons. Other studies have limited their investigation to adolescents holding their first job (e.g., Greenberger, Steinberg, Vaux, & McAuliffe, 1980). Such limits make accurate comparisons between studies difficult. A broad definition of employment is utilized in this study, as will be discussed later.

The number of hours worked per week is another factor which is not consistently considered. Without consideration of this variable, one is left in doubt as to whether observed relations are due to working per se, or the amount of work. The number of hours worked per week is incorporated in this study as an independent variable.

Improved and more comprehensive data is needed in relation to youth who work. For example, in examining the reasons why students may choose to work, the primary focus has been on financial, experiential, and learning aspects. It is possible that other variables are involved - such as family and peer pressure, or as way of achieving success (Charner & Fraser, 1988). Variables such as these are therefore included in the analyses. It is also

possible that some students may be very involved in extra-curricular activities outside the school. No studies were found which considered this aspect. In conjunction with participants' involvement in extra-curricular school activities, then, their involvement in other activities are considered as well. One should also consider what these youths would be doing if they were not working. The assumption is often made that they would spend additional time studying or participating in extra-curricular activities (Steel, 1991). An item which specifically asks the participants this same question is therefore included in order to test this assumption.

Upon reviewing the literature, it is evident that all three high school grade levels are not equally examined. The focus is most consistently on the senior students. By examining each grade level, however, developmental effects may be placed on a continuum which would otherwise have been missed. Thus, all three high school grades (10, 11, and 12) are examined in this thesis.

Several studies were also found to use data for cohorts who were in high school in the 1960's, when employment levels were significantly lower than today. It is not clear to what extent one can (or should) generalize from these findings. It is hoped that current data will provide a more up-to-date analysis of student workers.

It is notable that only one published Canadian study was found in this area. Although Canadian and American findings are generally accepted as interchangeable, marked differences exist between the two countries in terms of

school systems and the percentage of students who work part-time. In 1979, 37% of Canadian 16 and 17 year old students worked, compared to 67% of their American counterparts (Reubens, Harrison & Rupp, 1981). Thus, little is currently known about student workers within the Canadian context.

Another consideration is the fact that many of the studies reviewed lack a carefully thought-out theoretical model based on a process of change over time (Hotchkiss, 1986). As Green (1990) noted, past studies have largely failed to address their findings within a relevant developmental perspective. This study synthesizes the results in such a way as that a continuum of changes emerges.

One of the most common limitations within this area of study, as in most research within the social sciences, is the use of cross-sectional designs. There is considerable difficulty in determining causality when individuals are assessed at a single point in time. Differences between employed and nonemployed youth may be the result of a self-selection process into work rather than due to working itself. For example, employed students may have lower grade point averages due to a prior lack of ability or lack of interest in school, which drew them into the workplace (Mortimer & Finch, 1986; Greenberger, 1983; Yamoor & Mortimer, 1990). Although longitudinal data are often preferable, the ease of collecting data on one occasion, as opposed to over a period of several years, makes the cross-sectional design a more economical alternative. Thus, a cross-sectional design is used in this thesis.

It is also possible that important variables, such as ability, intrinsic

motivation, self-esteem, and support from others, mitigate adverse effects. The inclusion of such a wide variety of variables is beyond the scope of many studies, including this one, although increased awareness of these factors would be beneficial in understanding why some students may work long hours with few detriments while other students appear to fair less well.

Variables and Hypotheses

This study is designed to replicate the findings of the studies reviewed within a Canadian context. The independent variables are work status, number of hours worked, grade level, and gender. Work status is a two-level variable - participants were either classified as currently holding a job or as not working. Work is defined as regular paid employment. This includes casual work, only working for a few hours a month (ie. cutting the neighbor's lawn, babysitting, playing in a band), and regular work on a weekly basis (ie. a paper route, waitressing, working as a cashier). Any work which participants performed in their own home, for which they were paid by a family member, is not included due to the fact that no interactions beyond the immediate family are involved (work done in the home for pay is considered under a question pertaining to allowances). The number of hours worked per week is used as a variable rather than as an initial set-point. Since adolescence is a time when gender differences are often quite pronounced, differences between males and females are also looked at.

The dependent variables are the qualitative and quantitative aspects of the

adolescent's familial relationships, financial autonomy, school performance, and involvement in extra-curricular activities.

The main hypotheses for this thesis are as follows:

A. Familial Relationships

1. Workers will spend less time with their family than non-workers.
2. Workers will report being as close to their parents as non-workers.
3. Workers will not be any more involved in major family decisions than non-workers.

B. Financial Autonomy

4. Workers will be more financially independent than their non-working peers as evidenced by them paying for a greater portion of their living expenses and spending money than their non-working peers.

C. School Performance and Involvement

5. Workers will be as satisfied with their school performance as non-workers.
6. Working will be related to lower grades as the number of hours worked per week exceeds 20 hours.

7. Working will be related to a decrease in the number of hours spent on extra-curricular activities both within and outside of school as the number of hours worked per week increases.

III. METHOD

Having reviewed the relevant literature, this chapter focuses on the design of the present study. The composition of the sample, the procedures and development of the questionnaire used, as well as the analysis of the data are discussed.

Sample

The participants in this study were 163 grade 10, 11, and 12 students from an urban high school in Alberta (Appendix A). Seven classes in total were sampled, six of which were English classes and one of which was a Social Studies class - all of which are required (core) classes. Two grade 10 classes (Social Studies10 and English 10), three grade 11 classes (two English 20 classes, one English 23) and two grade 12 classes (1 English 30, 1 English 33) were sampled. Both academic and general stream classes are included in the sample of grade 11's and 12's while, unfortunately, no general stream grade 10 classes were sampled.

The 71 participants (42 males, 29 females) who were not presently employed made-up the non-working group. The remaining 85 participants (45 males, 40 females) who were currently employed were assigned to the working group. The socioeconomic status of the sample was predominantly white collar and management, as indexed by the father's occupation on the Blishen Scale (Blishen & McRoberts, 1976).

Seven subjects were discarded prior to analysis - one for failing to give

information to ascertain work status, one for responding to both the worker and non-worker sections, three for spoiled responses, and two for scoring extremely high (9 out of 10 socially desirable responses) on the Crowne-Marlowe social desirability scale (Crowne & Marlowe, 1964).

Table 1 shows the demographic characteristics of the sample as a whole and as broken down into groups. As this table indicates, the working group contained similar percentages of males and females, as well as similar percentages of 11th and 12th graders. Although it appears that a lower percentage of grade 10's were working, this difference was not statistically significant.

In describing their job backgrounds, the average adolescent (regardless of present work status) had between two and three previous jobs -- although these ranged in number from none to five. Of these prior jobs, between one and two of them, on average, had been held strictly during the summer months.

The average worker had been employed at his/her present job for the past fourteen months and was currently spending an average of 16 hours per week at work. The most common jobs were in food service (49%), manual labor (21%), retail sales (18%), janitorial work (6%) and child care (6%).

Procedure

Students in mandatory classes in grade 10, 11 and 12 were introduced to the researcher in the first week of November, 1992. They were informed that the nature of the research project was to determine adolescents' perceptions of

Table 1

Demographic Characteristics of the Sample

	Total Sample (N=156)	Workers (n=85)	Non-Workers (n=71)
Grade			
10	30.8	25.8	36.6
11	34.6	35.2	33.8
12	34.6	38.8	29.5
Gender			
Male	55.8	52.9	59.1
Female	44.2	47.0	40.8
Social Class			
Professional	17.9	12.9	23.9
White Collar & Management	61.5	65.8	56.3
Blue Collar	10.9	2.9	9.8
Missing	9.6	8.2	9.8

Note: All findings are reported as percentages.

familial relationships, school, and work. They were assured that no risk or deception was involved, that all participation was voluntary and that all results were confidential. Questionnaires were then distributed to all students. The participants signed a consent form (Appendix B) and completed an eight-page questionnaire (Appendix C). The students were given ample time to complete the questionnaire (one class period), with the majority of students finishing in 30 minutes. A short debriefing statement (Appendix B) was then read to the class. The students were informed that the results would be made available to them through their teacher upon completion of the project. The signed consent forms were then dettached from the questionnaire to ensure that no information could be traced back to an individual. The questionnaires themselves were not signed.

Questionnaire

Data were obtained from a questionnaire, derived from Likert-type scaled items, checklists and open-ended questions. Items on the questionnaire were based directly on the literature reviewed. Developing questionnaires from the information provided in published articles has been acknowledged to be both methodologically sound and appropriate for research in the social sciences (Jones, 1985). In this way direct comparisons between studies are facilitated.

In using self-reported averages to assess academic performance, Wilson and Portes (1975) found that when self-reported grades were compared to school records, adolescents provided reasonably accurate information.

Similarly, Dornbusch, Ritter, Liederman, Roberts, and Fraleigh (1987) reported that a correlation between self-reported GPA and school-reported GPA of nearly 0.80. Thus, it was decided that estimated averages provide an acceptable measure of academic performance. Other questions tapping into academic performance include items concerning the amount of time spent on homework each week and the amount of effort put forth in class in comparison to other students.

The levels of participation in extra-curricular activities, both within and outside school, were measured by two questions in which the students indicated the number of hours spent in extra-curricular activities, on average, each week.

Ten questions from the Marlowe-Crowne social desirability scale (Crowne & Marlowe, 1964) were included as a check on internal validity. With the exception of the last two pages of the questionnaire (which concerned information relevant to the work status), all questions were randomly ordered to prevent any sequencing effects. For example, different responses may be given when subjects are asked about their closeness to their mother immediately after asking them about their closeness to their father, than if these questions were randomly ordered with other types of questions. The repetition of some questions in a slightly altered form (ie., questions 1 and 15; questions 7 and 29; questions 3 and 27; questions 6 and 10) made it possible to check the consistency of the participants' responses.

Three items (eating dinner together, doing things for fun, spending time with the family on Sundays) assessed the amount of time spent with the family. Eight items focused on the reported closeness of the youth to the parents (ie., willingness to discuss personal problems with their mother and father, emotional closeness to parents). Two items looked at the degree of inclusion in family decision-making while one item tapped into the financial autonomy of the adolescent (a list of eleven items discerning who was more likely to pay for the item). Three items assessed satisfaction with school performance (satisfaction with schoolwork, degree of enjoyment of time at school). Three items examined school achievment (ie., overall average on last report card, number of hours spent on homework per week and amount of effort put forth in class) while three items looked at tardiness, absence and future scholastic goals, respectively. Involvement in extra-curricular activities both in and outside of school was examined by one item each (number of hours spent in extra-curricular school and out-of-school activities each week).

Information was obtained in regards to the number of jobs ever held and present work status of all participants. Non-workers were asked to indicate the top three reasons why they were not presently working. They were then asked to comment on how not working has affected their relationships with their families, their school work, and the amount of time spent in other activities.

Workers were asked the type of job they were presently employed at and length of employment, average number of hours worked per week, average

amount earned per month, their degree of satisfaction with their job, parental attitudes towards working, any changes in grades which have occurred since they started working, the top three reasons why they are working, and the three main ways they would spend their time if they were not working. Workers were also asked to comment on how they think working has affected their relationship with their family, their school work, amount of time spent in other activities, and their spending habits.

Participants were also asked to state their parents' occupations. Responses were coded according to Canadian Census occupational categories. All responses were then collapsed to form a three-level index of father's occupation: professional, white collar/managerial, and blue collar, based upon Blishen's socioeconomic index (Blishen & McRoberts, 1976). In the case that the father was absent or not employed, the mother's occupation was used.

Data Analysis

All data (Appendix D) were analyzed using the SPSS-X (Statistical Package for Social Sciences) computer program. Descriptive statistics were applied to the work background and demographic characteristics of the sample. Chi-square analyses were conducted with items pertaining only to frequencies. The main analyses involved a three-way analysis of variance with work status (workers vs non-workers), grade, and gender as the independent variables. The number of hours worked per week was used with two-way analyses of variance with gender and grade. The dependant variables consisted of the

various areas of the questionnaire: namely, familial relationships, financial autonomy, school performance and satisfaction as well as involvement in extra-curricular activities. Each area was designated as its own sub-scale. Each item within these scales was then correlated with the scale itself in order to establish the internal consistency of the subscales (Appendix E). The split-half reliability coefficient of each subscale (excluding the two scales pertaining to extra-curricular activities, which only contained one item each) was also calculated in order to ascertain the reliability of the subscales (Appendix F).

IV. RESULTS

The following chapter focuses on the statistical findings of the data analysis, as well as discussing the reasons for and against working and the qualitative findings. All results presented in this chapter are organized around the subscales previously discussed. Due to the number of analyses conducted, a conservative alpha level was used to determine statistical significance ($p<.01$). Any findings which were not statistically significant at this alpha level will not be examined.

Time Spent with Family

Unexpectedly, working itself does not significantly reduce the amount of time that adolescents spend with their families. For example, workers each report eating dinner with their family and doing things for fun with their family as frequently as nonworkers. This finding did not differ independently by grade or gender.

Some interesting correlations were found, however, between the amount of time that an adolescent spends with family and several other sub-scales. A significant correlation was found between the amount of time that an adolescent spends with their family and his or her perceived closeness to their family, $r=.49$. It is intuitively appealing that the more time a family spends together, the closer they will become.

Two significant correlations were also found between the amount of time that an adolescent spends with their family and the adolescent's satisfaction

with school, r=-.24, as well as their level of school performance, r=-.38. It appears that adolescents who spend larger amounts of time with the family also achieve higher grades and greater satisfaction with their school performance; level of school performance is significantly correlated with an individual's satisfaction with school, r=.40. These findings are intuitively appealing as they indicate that increased time spent with the family may lead to more supportive families and higher school achievement.

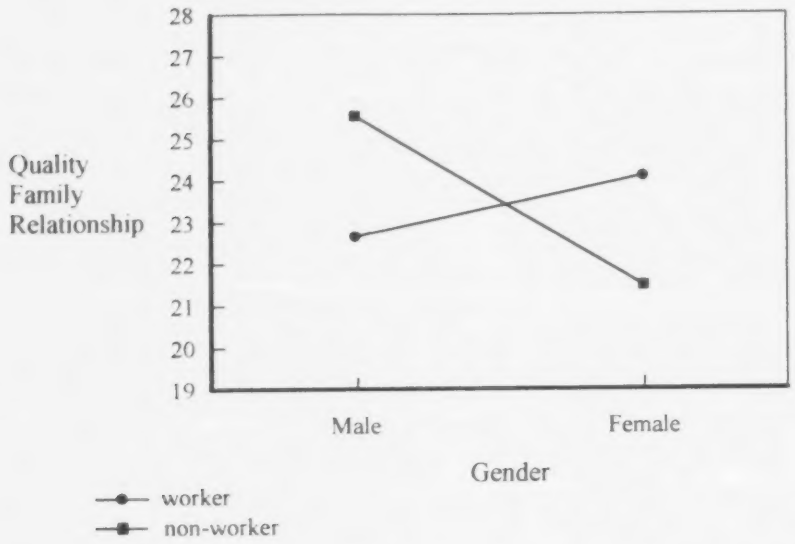
Quality of Family Relationships

As was expected, working does not seem to impair the quality of family relationships. Males and females were not found to differ significantly on emotional closeness to family members and willingness to discuss personal problems, although a significant work status by gender interaction was found, $F(1, 155)=7.0$.. As seen in Figure 1, the group reporting the greatest degree of closeness to the family are non-working females, followed by working males and working females, with non-working males reporting being the least closest to their family. The means for the working males and females, respectively, are 22.67 and 24.12, where a lower number indicates a greater degree of emotional closeness to the family. The corresponding means for the non-working males and females are 25.56 and 21.50.

Family Decision-Making

As hypothesized, working was not found to influence the degree to which adolescents feel included in the decision-making process in their family. This

Figure 1 Interaction of Work Status and Gender for Quality of Family Relationship



finding was consistent between genders and across all three grade levels.

Significant positive correlations were found with the amount of time that adolescents spend with their family, r=.35, and the quality of family relationships, r=.58. It seems that those families who spend more time together and are emtionally closer, consult each other more often when dealing with major family decisions.

Involvement in major family decisions was also correlated with level of school performance, r=-.24. This correlation again seems to be related to the finding that a high degree of involvement in the family system may improve school performance.

Financial Autonomy

The average worker in this sample earns about $626.00 per month. This may be compared to the average monthly allowance of the non-worker of $21.00-$40.00 per month. Contrary to the hypothesis, the increased amount of spending money available to the workers does not result in them taking significantly more responsibility in paying for various items such as clothes, tapes or vehicle expenses. No significant differences were found independently by gender or grade.

A main effect was found, however, by the number of hours worked per week, $F(1, 82)=6.5$. Those students who work more than 20 hours per week were found to be significantly more financially autonomous than those students who work less than 20 hours per week. The means for these workers are 19.1

and 17.5, where a higher number indicates a greater degree of financial autonomy.

In examining the manner in which adolescents (both workers and non-workers) manage their money, it was found that 72.9% of the students had a savings account, 14.8% of the students kept their money at home, 6.5% stated their parents assisted them in managing their money with 5.2% indicating that they invested their money.

Satisfaction with School

As hypothesized, workers report being as satisfied with their school performance as non-workers. This finding is consistent across males and females, as well as across the three grade levels.

School Performance

It was hypothesized that working would be related to lower grades as the number of hours worked per week exceeds 20 hours. This finding was not borne out; in fact, 70% of the workers indicated that their grades were the same as before they started working. Of the remaining workers, 11.5% indicated that their grades had gone down a little, 8% stated their grades were much better, with another 8% stating their grades were a little better and the remaining 2.3% indicating that their grades had shown a big drop since they started working. Similar findings were supported by the written qualitatitve results of the working students. In examining the number of classes missed and the frequency that students reported being late to class, the average student indicated that he/she

had missed 5 -10 classes during the school year at the time of the study and described themselves as "sometimes" late.

Extra-Curricular School Activities

Unexpectedly, working was not related to a decrease in the number of hours spent on extra-curricular activities within the school, regardless of the number of hours worked per week. No significant differences were found across males and females or grade levels.

Extra-Curricular Activities Outside School

Similar to the participation level in extra-curricular school activities, it was found that working did not significantly effect the number of extra-curricular activities participated in outside the school. This finding held for those students who work less than 20 hours per week, as well as for those students who work more than 20 hours per week. No significant main effects were found by gender or grade. It is interesting to note that the average number of extra-curricular activities participated in outside the school was 2.4 - slightly higher than the average number of extra-curricular school activities reported (1.3).

Reasons For and Against Working

In conjunction with the results of the eight subscales, participants were also asked to rank the top three reasons why they presently were or were not working and their future scholastic goals. Workers were also asked to indicate their degree of satisfaction with their present job, their parents attitude towards

them working and whether they have noticed any changes in their grades as a result of working. Finally, workers were also asked rank the top three ways they would spend their time if they were not working.

The findings indicate that the top three reasons why some adolescents are not working were (a) they don't have time because of school work (b) they tried but couldn't find a job and (c) they don' t have time because of extra-curricular activities. In comparison, the top three reasons given for working are (a) to obtain spending money (b) to purchase luxury items and (c) to pay automobile related expenses.

In terms of future goals, 57.4% indicated that they planned to continue on to university, 25.2% plan to attend an alternate post-secondary institution, such as NAIT, with 11.6% stating that they had no plans at this time, 3.9% planned to finish high school only, and 1.9% indicated that they may drop out of high school. Thus, over three-quarters of the sample planned to pursue further education.

When workers were asked to indicate their degree of satisfaction with their present job, 29.9% stated that they were very satisfied, 28.7% were somewhat satisfied, 24.1% were quite satisfied, 9.0% were not very satisfied, and 8.0% were not at all satisfied. These differences were found to be statistically significant, $x^2=19.60$. It appears then that the majority of students are generally satisfied with their jobs. In regards to parental attitudes towards adolescents working, 41.7% of all workers indicated that their parents encouraged them to

work part-time during the school year with 28.6% indicating that their parents approve of them working. Only 13.1% of the workers indicated that their parents would prefer they didn't work, with 15.5% stating their parents have no opinion either way. These differences were again found to be statistically significant, $x^2=19.71$.

When workers were asked if they have noticed any change in their grades since they have begun working, 70.1% indicated that their grades are about the same as before, with 11.5% reporting a small drop in their averages. Only 2.3% have noticed a large drop in their averages due to working. In contrast, 8.0% reported that their grades are a little better than before they were working, with the remaining 8.0% indicating that there grades are much better than before they were working part-time. Once again these differences were found to be statistically significant, $x^2=138.45$.

In closing, workers were also asked to rate the top three ways they would spend their time if they were not working. The reason most frequently indicated was (a) spending more time with friends, followed by (b) watching T.V. and (c) having more time to themselves.

Qualitative Results

Non-workers were asked to provide their written comments in response to two questions: (a) how they think NOT working has affected their relationships with their family (ie. amount of time spent together, how well they get along) and (b) how they think NOT working has affected their school work and time

spent in other activities. In response to the first question, four themes were found. One of the most common themes (30.2%) indicated that not working had no effect on their relationships with their family. The remaining respondents indicated that not working *had* affected their relationships, although variations were found as to what these effects were: 30.2% stated that not working allowed them to spend more time with their family, therefore making them closer; 17.0% believed that not working caused tension in the family, since this meant that the adolescent would have to borrow or ask for money; 15.1%, stated that they did not spend time with their family anyways, regardless of whether or not they themselves were working, as everyone in their family was involved in their own activities; and the remaining 7.5% indicated that their parents would prefer that they got a job.

In regards to the second question, the majority of students (63.5%) stated that not working allowed them to spend more time on their schoolwork and in extra-curricular activities. Again, about one-third (31.7%) believed that not working had no effect on their school work or involvement in activities. The remaining students indicated that they had no money in order to do anything (4.8%).

Those students who were presently working were asked to respond to three written statements: (a) how they think working has affected their relationship with their family, (b) how they think working has affected their school work and time spent in other activities, and (c) how they think working has affected their

spending habits and value of money. In response to the question about the effect on family relationships, the most frequently occuring statement (43.4%) was that working had not affected familial relationships. Of those who had perceived an effect, 24.1% believed that they spent less time with their family and therefore did not get along as well with them as they had before they started working. This group of students indicated that there was more fighting in the family due to the fact that they were working. A slightly smaller number of workers (20.5%) stated that although they spent less time with their family, they got along better with them because they were not together as much. About one percent of all workers indicated that they spent more time together with their parents since they were working with them at their parent's company.

In discussing whether working had affected their schoolwork and participation in extra-curricular activities, 53.1% stated that working had no effect on these two areas. It was noted in several cases that this was believed to be due to the fact that they only worked on weekends, worked flexible hours or that they were not interested in participating in activities, regardless of whether they were working. Just under half of the students (44.4%) stated that they had less time for schoolwork, friends and particularly less time for extra-curricular activities. The remaining respondents (2.5%) believed that they were striving to do better in school as a result of working, because they realized how important school is to their future careers.

In response to the third question, how working had affected their spending

habits and value of money, workers primarily indicated one of two main themes. The most common theme (51.8%) stated that working had allowed them to learn money management; they believed that they were more responsible with their money and aware of the value of a dollar. The second group (45.7%) stated that since they had more money, they spent more money - often impulsively or foolishly. As one student stated, "I've increased my needs to equal my amount to spend". The remaining 2.5% stated that working had no effect on their spending habits.

V. DISCUSSION

Having analyzed the results of this study, the implications of the findings for the social, economic and scholastic realms of the adolescent are discussed within this chapter. The stengths and limitations of the study are also presented, along with a mention of the generalizability of the findings.

This study has found that working for pay outside the household appears to have only a limited impact on adolescents social and personal behavior. Approximately half of the findings in this study are contrary to the hypotheses, with three hypotheses being supported, specifically the hypotheses: that workers and non-workers do not differ in closeness to their family, that workers are not involved in any more major family decisions than non-workers, and that workers are as satisfied with their school performance as non-workers.

The percentage of part-time workers in this sample (54.5%) was found to be considerably higher than the 1990 Canadian national employment rates for students, (27% for 15-16 year olds, 37% for 17-19 year olds). It is also notable that nationally 15% of 15-16 year olds work more than 20 hours per week and 25% of 17-19 year olds work more than 20 hours per week. This sample again showed above average statistics in that 34.5% of the sample was working more than 20 hours per week. These findings may in part be explained by the previously stated fact that Alberta has been found to have above average employment rates for students (Sunter, 1992). Since the students in this sample were primarily of middle-class socioeconomic standing, the higher levels

of employment also correspond to the previous finding that middle-class students are more likely than lower socioeconomic students to hold a job (Schill, McCartin, & Meyer, 1985). Similar to the national average was the finding that males are more likely to be working than females, as is described in Table 1 (Sunter, 1992).

Adolescents who work part-time during high school were not found to spend a significantly greater or lesser amount of time with their family than nonworkers. This finding is supported by a previous study conducted by Williams and Prohofsky (1986) who found that 40% of working students reported that working had not affected their family life - compared to 43% who reported no effect in this study. It may be that the total amount of time that families spend together is relatively low so that whether an adolescent works has little affect on the total time spent together. Statements supporting this hypothesis were found in the comments made by a number of students; examples include "The amount of time we spend together has stayed the same; if I'm not working I'm out - or they're out" and "If I didn't work I would be at home by myself because my family is always busy".

The quality of family relationships was found to be neither impaired nor improved as a result of part-time work. This finding is also similar to previous investigations (Greenberger, Steinberg, Vaux & McAuliffe, 1980). A significant two-way interaction was found by work status and gender, such that working males are closer to their family than their non-working male peers. For

females, however, working was found to be correlated with decreased closeness to the family. Thus, working may have a negative impact on closeness for girls, but a positive effect for boys. These findings are similar to previous results reported in the literature (Steinberg, Greenberger, Garduque & McAuliffe, 1982). One possible explanation for this finding is that females who are not as close to their family may receive more encouragement to enter the workforce than females who are closer to their family.

Workers and non-workers did not differ in the degree to which they are involved in family decision-making. This finding is also supported by some previous research (Greenberger, Steinberg, Vaux & McAuliffe, 1980). Such a finding may in part be explained by the low degree of involvement indicated for both workers and non-workers. It may be that adolescents generally feel left out of major family decisions so that working would not impair the previously existing low level of involvement.

It is interesting to consider the correlations which found that greater degrees of involvement in the family (as measured by the amount of time spent with the family and involvement in major family decisions) was positively correlated with school performance and satisfaction with school. It appears that greater degrees of involvement with the family positively influences the academic and social development of the adolescent. These findings are particularly intriguing considering the stereotyped view of the adolescent as seeking independence from his or her parents. The correlations provided here suggest that the family

still has an important role to play in the life of an adolescent.

The question of parental approval of working is also an important issue. Charner & Fraser (1988) found that approximately 77% of parents approve of their adolescents working. A similar finding was found in this study, where 70% of the workers indicated that their parents either encouraged or approved of them working.

Although one of the most cited reasons for high parental approval rates is the belief that working leads to a better appreciation of the value of education, only 2.5% of working students commented on an increased understanding of the importance of school. Such a finding highlights the difference between the impact that parents expect working will have on their adolescents and the actual impact that working does have. A second espoused reason for high parental approval rates is that working will lead to better communications and smoother relationships (Phillips & Sandstrom, 1990). Approximately 30% of workers stated that working had caused them to be get along better with their family. However, an almost equal percentage of students, 24%, stated that working had negatively impacted on their ability to get along with their parents, noting an increase in the number of arguments and confrontations. Such arguments may revolve around differences in opinion in regards to money management or, as suggested by one student's written comments concerning school and family responsibilities: "...more arguing about schoolwork, more pressure to get homework and chores done". It is plausible that the gap between what parents

expect (or hope) that work will produce, and what it actually yields is a source of considerable parent-teen conflict itself.

The second realm which is to be discussed is the area of financial autonomy. In this study it was found that workers do not pay for a significantly greater number of personal expenses than non-workers. The earnings of the average teen worker has increased approximately $400 a month from 1980 to 1992 (Greenberger, Steinberg, Vaux, & McAuliffe, 1980). Those students who work more than 20 hours per week were found to have higher levels of financial autonomy, however, than students who work less than 20 hours per week. Thus, students are paying for an increased percentage of their personal expenses as the number of work hours per week increases. From a practical point of view, this finding makes sense.

In terms of academic performance, it was found that working does not significantly impact on reported grades, even when those who work less than 20 hours per week are compared to those who work more than 20 hours per week. Similar results have been reported by a wide range of researchers over the past decade (Berryman & Schneider, 1983; Gottfredson, 1985; Hotchkiss, 1986; King, 1986; Gade & Peterson, 1980; High & Collins, 1992). It is interesting to note that this finding persists regardless of the fact that 59% of workers indicated that they did not work fewer hours during midterms and final exams. Several factors may be mediating the impact of working: workers may be taking fewer classes or perhaps less difficult classes and thus may have

have more time for working or perhaps they may have developed better time management skills.

Another consideration is the accuracy of self-reported grades among the adolescent population. Although past researchers have found that the correlation between self-reported GPA and school-reported GPA is nearly 0.80 (Wilson & Portes, 1975; Dornbusch, Ritter, Liederman, Roberts, & Fraleigh, 1987), it is not known the extent to which students were truthful about their self-reported grades in this particular study. An attempt was made to omit questionnaires in which students were suspected of answering in a socially desirable manner, as indicated by extremely high scores on the Marlowe-Crowne social desirability scale. The possibility remains, however, that different results may have been obtained by the use of school-reported grades.

Similarly, although 70% of the workers reported that their grades were the same as before they started working, it is not known to what extent students would be aware of (or report) small percentage changes in their grades.

Working was not found to significantly effect students' satisfaction with school; a finding which is supported by previous research (Gottfredson, 1985). Since no significant impact of working was found on self-reported grades, it is not surprising that students' level of satisfaction would not be effected.

Working was not found to negatively impact the level of participation in extra-curricular activities within the school. Although this finding is reported by

some other investigators, (Berryman & Schneider, 1983; Gade & Petersen, 1980; Hotchkiss, 1986) the results may in part be due to the relatively low level of school involvement indicated (the average student indicated they had been or presently were involved in 1.3 activities during the present school year). A related factor may be the time at which this data was collected. Since the data was collected in the beginning of November 1992 (the first semester), it may be that some school activities and/or sports teams had not yet begun and would therefore lead to lower indications of involvement.

Although no previous research could be found which examined students' level of participation in activities outside the school, no significant effects were found by work status. The fact that the level of participation in extra-curricular activities outside the school was greater than the participation level of school-based extra-curricular activities, however, indicates that this is an important variable worthy of consideration in future studies.

The assumption has been made by several investigators that if students were not working, they would be spending their time studying or participating in extra-curricular activities (Steel,1991). In testing this assumption, supportive evidence was not found. The three most frequently cited alternative activities were watching T.V., spending more time with friends, and having more time to themselves. It appears that adolescents may be opting for less structured activities, although perhaps socially less rewarded activities.

Even though youth in Western culture are given the opportunity to attend

school, mature and delay their productive phase of life till early adulthood, many are choosing to enter the labor force, on a part-time basis, before leaving high school. Researchers must ask themselves why these youth are working in the first place and what they do with their money after they earn it. When workers in this study were asked to list the main reasons why they were working, four of the five top reasons reported were highly similar to those found by researchers a decade ago: namely, to buy luxury items, to obtain spending money, to buy a vehicle and to gain work experience (Berryman & Schneider, 1988). The new addition to the top five list was "for something to do". To a large extent, then, the motivation for employment appears to be derived from perceived needs, as opposed to "real" economic needs. Youth are choosing to work primarily to increase their spending power.

Similarly, three of the main reasons cited ten years ago by non-workers for *not* working were the same reasons indicated in this study (Berryman & Schneider, 1983). Obviously, the main underlying reasons behind a student choosing to work or not to work have remained unchanged. Charner and Fraser (1988) suggested that family and peer pressure and a way of achieving success may also be important variables behind the decision of whether to work during high school; this study did not find these variables to be significant.

As suggested by how students describe what motivates them to work, youth workers are spending a considerable portion of their money on luxury "personal" items, such as designer clothing, music events, and non-essential

youth-oriented products. These youth are responding to pressure from society and peers to accumulate material goods. As one student commented, " I have a lot more stuff and I can do a lot more that involves money: movies, swimming, nice clothes..." Obviously, the parents of these workers absorb their major costs of living. Despite the fact that the majority of students intend to continue on to higher education, their focus appears to be spending the money they earn in the work force on items of immediate personal gratification, rather than saving for long-term future goals, such as education.

Work may also be understood within the context of the social world of the teenager. In order to go out, one needs spending money, money for transportation, money for food, etc... Of course, the preferable form of transportation is the private vehicle, which not only is expensive to purchase but which also requires money for gas, insurance, and maintenance. As one student stated, "I work to pay for my car". Ironically, it is likely earnings from work that bought the car in the first place - and now keeps the student working to maintain it. The purchase of a vehicle may increase one's self-concept, popularity or both. Thus, the effects of material goods, especially an automobile, on one's personal dignity are not to be ignored. Current research supports the fact that workers have more positive attitudes about themselves than non-workers, in terms of pride in themselves and overall self-esteem (Mellon, 1993).

The benefits of working during adolescence, then, must be weighed against

the negatives. Working may lead to increased financial autonomy from parents, increased spending power and an increased sense of personal worth. However, the price the adolescent pays for these benefits may be increased levels of stress, as they attempt to simultaneously manage their jobs, their school work, their family activities and their social life. Without the emotional ability to handle these increased pressures, students may turn to alcohol or drugs as a coping mechanism. Although such effects are beyond the scope of this study, they are important aspects of concern which future studies may take into consideration.

It is important to note that the Edmonton Public School Board has acknowledged that issues surrounding the effects of part-time work on adolescents is of significance and concern. The Edmonton Public School Board is working with the Chamber of Commerce in order to examine these issues more closely. An experimental program presently being used in Maryland may be implemented on a voluntary basis. Such a program would involve employers asking to see a student's school portfolio (a collection of their academic work). If the student is faring poorly at school, the employer drops the hours of work for the week. Many students, however, object to the intrusion of the employer into their scholastic affairs.

In summary, it may appear that part-time work has a limited impact on an adolescent's psychosocial development. Thus, it is easy to perceive part-time work during adolescence as being a healthy step towards autonomy. This

investigator cautions, however, that impacts beyond the scope of this study may also have detrimental effects, such as increased levels of stress, increased use of alcohol and drugs, and increased levels of delinquency. There may be a self-selection process involved in the decision to take on a part-time job. It may be that those adolescents who are maturationally ready to work will do so, while many of those who have not reached this developmental point are not yet working. It may also be the case that there is another influential selection factor: the employer. It may be that employers are more likely to hire adolescents who have above average skills and attributes.

As is the case with all research, this study has its strengths and limitations which deserve brief mention. One of the strengths of this study is the manner in which it incorporates both quantitative and qualitative elements of the topic in question. Although the focus is quantitative in nature, participants were given the opportunity to comment on any aspects of the issues in question in their own words, without the restriction of a Likert-type format. Themes and quotes from the qualitative portion of the study enhanced and supported the quantitative findings.

This study is also strengthened by the inclusion of aspects which have previously not been questioned, or only assumed. One example includes the analysis of the impact of working on involvement in activities outside of school. The assumption that students would spend more time studying or in extra-curricular activities if they were not working was not supported.

Finally, this study is strengthened by the inclusion of all three grade levels in the analyses, by the incorporation of the number of hours of work as an important factor and not least of all, by its presentation of an up-to-date Canadian analysis of part-time workers.

A limitation of the present study is the possibility that other important variables, such as self-esteem, support from significant others, intrinsic motivation, and ability may mitigate adverse effects of working. Although the inclusion of such a wide variety of variables is beyond the scope of this study, increased awareness of these factors through future research would be beneficial in reaching a more complete understanding of the effects of working on adolescents.

The generalizability of these results is, of course, limited by the nature of the sample studied. In the strictest sense, this study may only be generalized to the particular high school classes sampled, as they were not randomly chosen but rather the most accessible groups. As the classes were mandatory at all grade levels, however, there is little reason to believe that there was a selection process involved for students enrolled in these classes. Therefore, this study can be generalized, in all likelihood, to the entire high school from which the sample was selected. Having been rated as a middle-class area, these results are probably generalizable to other middle-class high schools within the province of Alberta.

It is also important to note that only the immediate impacts of working were

investigated; long-term developmental impacts are possible, but beyond the scope of this study. Future studies should incorporate longitudinal methodologies in order to address the long-range impacts of part-time work.

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Appendix A

Ethical approval of research, particularly research involving humans, is always a concern in any study. Similarly the active cooperation of participants, particularly those who are solicited from a potentially "captive audience", such as high school classes, must always be considered. Two letters, one outlining the ethical approval for this study and a second from the principal of the participating school are included herein.

September 23, 1992

From: Department of Educational Psychology
Research and Ethics Committee

The Research and Ethics Committee of the Department of Educational Psychology has reviewed the attached proposal and finds it acceptable with respect to ethical matters.

Applicants: Dr. J. Mitchell on behalf of Brenda Froese (graduate student).

Title: The Effects of Part-Time Employment on Adolescents.

Participating Agencies:

Recommended Change:

Kayes
Chairman or Designate, Research and Ethics Committee

Sept 25/92
Date

November 5, 1992

Ms. Brenda Froese
11211 - 72nd Avenue
EDMONTON, Alberta
T6G OB4

Dear Ms. Friese:

Re: Research ("The Effects of Part-time Employment on Adolescents")

Further to our telephone conversation, I have discussed this project with Ms. Glenys Edwards, Modern Languages Department Head, and she has agreed to coordinate the selection of students to respond to your questionnaire. (I believe you have already been in contact with one another.)

Naturally, we would appreciate learning of the results of your research and hope that, if suitable arrangements can be made, you would be able to provide students and staff with a "debriefing" of your findings.

We look forward to participating in this project and await your findings with great anticipation.

Yours truly,

Appendix B

This appendix contains a copy of the consent form which all participants signed and a copy of the debriefing statement which was read aloud to each class of students upon completion of the questionnaire.

UNIVERSITY OF ALBERTA

Department of Ed Psy

CONSENT FORM

Name of Researcher: Brenda Froese

Supervised By: Dr. Mitchell

Title: The Effects of Part-Time Employment on Adolescents

Objective: To investigate adolescents' views on family relationships, school and work.

Rationale: Research on adolescent development generally emphasizes three settings: the family, school and peers. Recently, large numbers of adolescents have also begun to work part-time. However, there is very little research on adolescents' views about work. This study attempts to combine adolescents'views of family relationships, school and extra-curricular activities with their views on working.

Procedure: Participants will be introduced to myself and the objective of the study. They will be ensured that no risk or deception is involved and that complete confidentiality of all information will be ensured. Participants are asked NOT to put their name on the questionnaire. They will sign a consent form and complete a questionnaire. The questionnaire asks for views on various aspects of relationships, school and work. Upon completion of the questionnaires, they will be collected by myself. Consent forms will not be attached to the questionnaire to ensure that no information may be traced back to any individual. I will be available to answer any questions.

Direct benefits to students: To experience taking part in a research study based on their high school and having the results relayed back to them.

Possible Risks: None

I understand that this research has been approved by the Department of Educational Psychology, University of Alberta.

I, _____ of _____ have read the consent form and agree to participate. I understand the procedure as explained to me by Brenda Froese. I understand that I am free to withdraw from this study at any time.

_____ _____

Signature of Participant Date

_____

Signature of Researcher

Debriefing Statement

The following statements will be read aloud once all participants have completed the questionnaire:

When adolescents take on a part-time job, different responsibilities will be added to their typical day. The school may no longer play as significant a role in their life. Relationships with family members, school work and the number of extra-curricular activities participated in may all be affected. This study is looking at whether part-time work has a generally positive or negative effect on high school students. Your teacher will be given the results by the end of April, so that you will be informed of the findings.

Appendix C

Due to the unpublished nature of the questionnaire, it is included here. All questions were based on a review of the literature.

Your Views on Family, Work and School

The following questionnaire asks you about your views on family, work and school. Although many students work part-time, there is very little information on how working, or not working, affects students' lives. I am interested in your views on this topic.

Please indicate which answer is the best one for you by placing a check mark or circling a number, depending on the type of question. This is not a test, so there are no right answers. DO NOT put your name on the questionnaire. Please take your time - there is no time limit. If you do not understand something or have any questions, please feel free to ask me. Thank-you for your co-operation.

Please read all questions very carefully.

Grade: _____
Male _____ Female _____
Father/ Guardian's Occupation: _____
Mother/ Guardian's Occupation: _____

1. How often do your parents/guardian consult you regarding major family decisions?

Always	Frequently	Sometimes	Rarely	Never
1	2	3	4	5

2. There were times when I took advantage of someone.
   True ____ False ____

3. How willing would you be to discuss a personal problem with your father?

Extremely	Very	Quite	Somewhat	Not at all
1	2	3	4	5

4. How willing would your father be to discuss a personal problem with you?

Extremely	Very	Quite	Somewhat	Not at all
1	2	3	4	5

5. How hard do you work in school compared to other students in your class?

Much less hard	less hard	about average	harder	much harder
1	2	3	4	5

6. How satisfied are you with the way you're doing in school?
   Not at all not very somewhat quite very
   1 2 3 4 5

7. How close do you feel to your mother?
   Extremely Very Quite Somewhat Not at all
   1 2 3 4 5

8. How often do you spend time with your family on Sundays?
   Always Frequently Sometimes Rarely Never
   1 2 3 4 5

9. On average, how much time do you spend on homework each week?
   None 1-5 6-10 11-15 16-20 21+

10. I am satisfied with my schoolwork.
    Not at all not very somewhat quite very
    1 2 3 4 5

11. How many classes have you missed this year?
    None 1-5 6-10 11-15 16-20 21+

12. I always try to practice what I preach.
    True ____ False ____

13. I have never been irked when people expressed ideas different from my own.
    True ____ False ____

14. Do you have any of your own credit cards?
    Yes _____ No _____

15. To what degree do you feel you are included in making major family decisions?
    Consistently Highly Moderately Slightly Nill
    1 2 3 4 5

16. I feel that my parents are generally reasonable to talk to.
    Always Frequently Sometimes Rarely Never
    1 2 3 4 5

17. I like to gossip at times.
    True ____ False ____

18. I sometimes try to get even rather than forgive and forget.
    True ____ False ____

19. How willing would your mother be to discuss one of your personal problems with you?
    Extremely Very Quite Somewhat Not at all
    1 2 3 4 5

20. How often are you late getting to class?

Always	Frequently	Sometimes	Rarely	Never
1	2	3	4	5

21. How far to do you expect to go in school?

Drop-out of high school _____
Finish high school _____
Post-secondary diploma (eg. NAIT) _____
University degree _____
I have no plans at this time _____

22. There have been times when I felt like smashing things.

True ____ False ____

23. I never resent being asked to do a favour.

True ____ False ___

24. I manage money well.

Agree _____ Disagree _____ Undecided _____

25. How often to you do things for fun with your family?

Very Frequently	Frequently	Sometimes	Rarely	Never
1	2	3	4	5

26. I'm always willing to admit when I make a mistake.

True ____ False ___

27. How close do you feel to your father?

Extremely	Very	Quite	Somewhat	Not at all
1	2	3	4	5

28. I have never deliberately said something to hurt someone's feelings.

True ____ False ____

29. How willing would you be to discuss a personal problem with your mother?

Extremely	Very	Quite	Somewhat	Not at all
1	2	3	4	5

30. How often do you eat supper with your family?

Always	Frequently	Sometimes	Rarely	Never
1	2	3	4	5

31. I generally get along well with my parents.

Always	Frequently	Sometimes	Rarely	Never
1	2	3	4	5

32. How much do you enjoy your time at school?

Not at all	Somewhat	Quite	Very	Very Much
1	2	3	4	5

33. Please indicate who would be more likely to pay for the following items:

	your parents	or yourself
(a) clothes	_____	_____
(b) school supplies	_____	_____
(c) books/magazines	_____	_____
(d) tapes/records	_____	_____
(e) going to a movie	_____	_____
(f) eating out with friends	_____	_____
(g) stereo system	_____	_____
(h) buying a bicycle	_____	_____
(i) buying a car/truck	_____	_____
(j) buying a motorcycle	_____	_____
(k) vehicle expenses	_____	_____

34. On average, how many hours do you spend on extra-curricular school activities each week?
None 1-5 6-10 10-15 16-20 21+

35. On average, how many hours do you spend on extra-curricular activities outside of school each week?
None 1-5 6-10 10-15 16-20 21+

36. Do you regularly pay any part of your family's expenses? (ie. groceries, bills, eating out?)
Yes _____ No _____

37. I manage money by:
(a) using a savings account _____
(b) keeping money at home _____
(c) making investments _____
(d) having my parents assist me _____

38. Please indicate the number of required and elective classes you are currently taking.
(a) number of required classes _____
(b) number of electives _____

39. At times I have really insisted on having things my own way.
True ___ False ____

40. Please indicate the extra-curricular school activities you have been (or are presently) involved in this year:

- SRC member _____
- yearbook _____
- cheerleading _____
- travel group _____
- outdoor education _____
- chess club _____
- choral group/choir _____
- drama/musical _____
- school newspaper _____
- variety nite _____
- technical club _____
- library club _____
- science club _____
- jazz band _____
- woodwind ensemble _____
- French club _____

- debating club _____
- computer club _____
- Model United Nations _____
- math/science contests ____
- exchange programs _____
- grad committee _____
- peer support group _____
- sports teams - # of _____

- others - please specify _____

41. Please indicate your overall average on your last report card:
less than 50% _____ 50%-60% _____ 61%-70% _____
71%-80% _____ 81%-90% _____ 91%-100% _____

42. Please indicate all of the out-of-school sports, clubs and other interests you have been (or presently) are involved in this year:

- sports (please specify) _____
- clubs (please specify) _____
- interests (eg. piano) _____

43. Are you currently on the honour roll?
Yes _____ No _____

44. Do you currently receive an allowance? Yes ___ No ____

If yes, please indicate the amount of your average monthly allowance.

less than $20	_____	$61-$80	_____
$21-$40	_____	$81-$100	_____
$41-60	_____	over $100	_____

For the remaining questions, "work" or "job" refers to paid employment. This includes causal work - only working a few hours a month (eg. cutting the neighbor's lawn, babysitting, playing in a band) and regular work on a weekly basis (eg. a paper route, waitressing, working as a cashier). Please note that any work which you do in your own home, which you are paid for by a member of your family is not included here.

45. Have you ever held a paid job? Yes ____ No ____

If yes, (a) Please indicate the number of jobs you have had. _____

(b) How many of these were during the summer only? _____

46. Are you currently holding a paid job(s)? Yes _____ No ____

If no, (a) Are you looking for a job at the present time?
Yes ____ No ____

(b) Please rank the top three reasons why you aren't working (eg. 1, 2, 3).
- Don't have time because of school work _____
- Don't have time because of extra-curricular activities _____
- Don't need the money _____
- Parents disapprove _____
- Tried but couldn't find one _____
- Don't have time because of responsibilities at home _____
- Other (please specify) _____

(c) How do you think NOT working has affected your relationships with your family? (ie. amount of time spent together, how well you get along)

_____

_____

_____

_____

(d) How do think NOT working has affected your school work and time spent in other activities? (ie. amount of time spent on homework, sports)

_____

_____

_____

_____

If yes, (a) Please indicate the average number of hours you work each week. _____

(b) Please indicate your job title(s) at the place(s) you are currently employed at.

_____

(c) How would you categorize this type of job(s): food service (waitor/ress, bussing) ____

manual labor (stock person) ____
retail sales (cashier) ____
cleaning (janitorial work) ____
clerical work (typist, secretary) ____
child care (babysitting) ___
other (please specify) _____

(d) How long have you worked at your present job(s)? _____

(e) Please indicate the average amount of money you earn in a month. _____

(f) Do you work fewer hours during midterm and final exams?
Yes _____ No _____

(g) Since you started working, have you noticed any changes in your grades?
- Much better _____
- A little better _____
- Are about the same as before _____
- Have gone done a little _____
- Have shown a big drop _____

(h) Please indicate the three main reasons why you are working (1, 2, 3):
- Spending money _____
- Luxury items _____
- Work Experience _____
- Something to do _____
- Money for a vehicle _____
- Save money for college _____
- Get away from home _____
- To meet people _____
- Help out your family _____
- Peer pressure _____
- Family pressure _____
- Way of achieving success _____
- Other (please indicate) _____

(i) All things considered, how satisfied are you with your work experience on your present job?

Not At All	Not Very	Somewhat	Quite	Very
1	2	3	4	5

(j) In regards to working during the school year,
- my parents encourage me to work _____
- my parents approve of me working _____
- my parents prefer I didn't work _____
- my parents have no opinion either way _____

(k) What would you be doing with this time if you were not working? Please rank the top three activities (eg. 1, 2, 3).

- Homework _____
- Extra-curricular school activities _____
- Other extra-curricular activities _____
- Chores at home _____
- Watching T.V. _____
- Spending more time with friends _____
- Spending more time with family _____
- Have more time to myself _____
- Other (please specify) _____

(l) How do you think working has affected your relationships with your family? (ie. amount of time spent together, how well you get along)

_____

_____

_____

_____

(m) How do you think working has affected your school work and time spent in other activities? (ie. amount of time for school work, sports)

_____

_____

_____

_____

(n) How do you think working has affected your spending habits and value of money?

_____

_____

_____

_____

Appendix D

In order to facilitate replications, the raw data from this study is included herein. A code sheet for the questionnaire and a listing of the sub-scales by question is also included in order that this data may be easily interpreted.

```
17 Mar 93    STUDY ON ADOLESCENTS                                                    Page    3
11:40:53     University of Alberta

Q46YM3          1      148      150          F2.0
Q46YI           1      152      152          F1.0
Q46YJ           1      154      154          F1.0
Q46YK1          1      156      157          F2.0
Q46YK2          1      158      159          F2.0
Q46YK3          1      160      161          F2.0

   15   0   VARIABLE LABELS ID 'SUBJECT IDENTIFICATION' GR 'GRADE'
   16   0    WSTAT 'WORK STATUS' SES 'SOCIOECONOMIC STATUS'
   17   0    Q46YA 'HRS WORKED PER WEEK'
   18   0   VALUE LABELS SEX 1 'MALE' 2 'FEMALE'/WSTAT 1 'WORKER'
   19   0      2 'NONWORKER' 3 'JOB-SEEKER'/SES 1 'PROFESSIONAL'
   20   0      2 'WHITE COLLAR' 3 'BLUE COLLAR' 4 'MISSING'
   21   0   RECODE SES (4=9)
   22   0   MISSING VALUES SES TO 039, 041, 043 TO Q46NA, Q46YC, Q46YF,
   23   0    Q46YG, Q46YI, Q46YJ (9) Q40, Q42, Q46NB1 TO Q46YA, Q46YD,
   24   0    Q46YE, Q46YH1 TO Q46YH3, Q46YK1 TO Q46YK3 (99)
   25   0   LIST

There are 505,104 bytes of memory available.
The largest contiguous area has 504,500 bytes.


2,883 bytes of memory required for the LIST procedure.
320 bytes have already been acquired.
2,673 bytes remain to be acquired.

THE VARIABLES ARE LISTED IN THE FOLLOWING ORDER:

LINE    1:  ID GR SEX WSTAT SES Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28
            Q29 Q30 Q31 Q32 Q33A Q33B Q33C Q33D Q33E Q33F Q33G Q33H Q33I Q33J Q33K Q34 Q35 Q36 Q37 Q38A Q38B Q39 Q40 Q41 Q42 Q43

LINE    2:  Q44 Q45A Q45B Q46 Q46NA Q46NB1 Q46NB2 Q46NB3 Q46YA Q46YC Q46YD Q46YE Q46YF Q46YG Q46YH1 Q46YH2 Q46YH3 Q46YI Q46YJ Q46YK1
            Q46YK2 Q46YK3
```

17 Mar 83 STUDY ON ADOLESCENTS
11:40:54 University of Alberta

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044:  4  5  2  1  2 99 99 99 99 14  1   5 231  2  3   1   5   3  2  1 11   4   5

  ID:   3 12  1  1  2  3  1  1  2  4  5  2  1  1  5  1  1  1  2  3  1  1  1  4  3  3  1  1  2  8  2  1  2  4  4  3  4  2  1  2  2  2  2  2  1  2  1  1  2  1  3  1  1  2  1  1  1  4   2  2
044:  1  5  1  1  9 99 99 99 99 21  2   6 280  1  2   1 21 99  3  1   3 11   2

  ID:   4 12  1  1  3  1  1  3  3  1  5  3  4  1  5  3  1  2  2  1  3  2  1  3  1  2  1  2  1  3  2  3  3  2  3  3  2  5  1  1  2  2  2  2  1  1  1  1  1  2  5  2  3  0  4  1  1  2 99  2
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  ID:   5 11  1  1  1  1  1  2  2  3  3  3  3  1  3  1  1  2  2  2  2  1  1  3  4  4  1  2  1  3  2  2  2  2  1  2  4  1  1  2  2  2  2  2  2  2  2  2  1  2  1  1  2  1  9  3   2  2
044:  5  1  0  1  9 99 99 99 99   5  2  36 125  2  3   5   1   2  5  1 11   5   3

  ID:   6 11  2  1  2  3  1  4  4  3  3  4  3  1  3  1  1  1  2  4  4  1  2  1  3  3  1  1  1  4  1  2  2  5  3  3  2  2  1  1  2  2  2  2  1  2  2  2  2  1  1  2  4  3  2  1  9  4   1  2
044:  1  1  0  1  9 99 99 99 99 22  1   6 111  2  3   1   5   3  3  2 11 13   5

  ID:   7 11  2  1  2  1  1  3  3  5  5  2  2  1  5  1  1  2  2  2  2  1  2  2  4  4  1  2  1  2  1  3  1  2  2  2  4  1  1  2  2  2  2  2  2  2  2  2  1  2  1  2  1  4  1  2  2  5   2  1
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044:  3  5  4  2  1   5   2   1 99  9 99 999  9  9 99 99 99  9  9 99 99 99

  ID:   9 11  2  1  2  5  1  3  4  4  3  5  1  2  3  3  1  1  1  5  5  1  1  5  4  4  2  2  3  4  1  4  1  5  4  4  4  1  1  2  2  1  1  1  1  1  1  1  1  1  2  1  4  1  1  1  3   3  2
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bcrta

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17 Mar 83 STUDY ON ADOLESCENTS
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 ID: 131 12 1 1 2 2 1 4 5 3 3 3 4 5 3 1 1 2 2 2 3 1 1 5 4 4 1 1 1 4 1 3 2 5 2 2 4 1 1 2 2 2 2 2 2 2 2 2 1 1 1 2 1 9 9 1 1 4  2 2
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 ID: 132 12 2 1 2 2 2 4 2 3 3 2 2 1 3 1 1 1 2 3 2 1 2 2 4 3 1 1 1 2 1 1 1 2 1 1 4 1 1 2 2 2 2 1 1 1 1 2 1 2 2 1 3 2 1 1 4  1 2
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 ID: 134 12 2 1 9 3 1 2 4 3 4 4 4 4 4 1 1 2 2 3 4 2 2 2 4 3 1 1 1 3 1 1 2 4 4 3 4 2 2 2 2 2 2 2 2 2 2 2 1 5 2 1 4 1 2 9 4  1 2
044: 1 3 2 1 9 99 99 99 21 3  1 200 1 2  1  2  3 5 2  2  3 11

 ID: 135 12 1 2 1 2 1 4 4 4 4 3 2 4 3 1 1 1 2 3 2 2 2 3 5 4 2 1 1 2 1 3 2 3 1 3 4 1 1 2 2 2 2 2 1 2 2 2 1 5 2 1 3 2 1 9 5  2 1
044: 2 1 0 2 2  1  3 11 99 9 99 999 9 9 99 99 99 9 9 99 99 99

 ID: 136 12 2 1 2 1 1 4 4 5 3 4 4 2 4 2 1 1 1 1 1 1 1 2 4 4 1 2 3 3 1 1 2 4 2 2 5 2 2 2 2 2 2 2 2 2 1 2 1 5 5 1 1 2 1 1 4 5  3 1
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 ID: 137 12 1 2 3 3 1 5 5 4 4 3 3 4 4 4 1 1 2 3 3 2 1 4 5 4 2 1 1 4 1 5 2 4 1 3 2 1 1 2 2 2 2 2 1 1 2 2 2 1 5 2 9 4 1 1 9 5  1 1
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 ID: 138 12 2 3 2 2 1 4 5 3 5 3 2 2 5 1 1 1 2 2 2 1 2 2 3 4 1 1 3 2 1 2 2 4 1 2 3 1 1 2 2 2 2 2 1 1 2 2 1 2 2 2 2 1 2 3 1 5 5  2 1
044: 4 3 2 2 1  1  2 11 99 9 99 999 9 5 99 99 99 9 9 99 99 99

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044: 4 2 0 1 9 99 99 99  4 5  4 300 1 4  1  2 12 4 2 11 13  1

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044: 1 1 1 2 1 12 99 99 99 9 99 999 9 9 99 99 99 9 9 99 99 99

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044: 5 1 0 1 9 99 99 99  4 2  3 141 2 3  1  2  3 1 1 11  3 99

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044: 3 4 3 2 2 12 99 99 99 9 99 999 9 9 99 99 99 9 9 99 99 99
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     ID: 163 10 1 3 2 2 2 5 4 4 4 4 2 1 4 1 1 1 2 3 4 2 2 1 4 5 1 2 1 3 1 4 2 5 2 3 4 2 1 2 2 2 2 2 1 2 2 2 1 3 2 1 3 1 1 3 4  2 2
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    044: 1 4 1 1 9 99 99 99 14 2 48 500 1 3  5  4  3 4 3  4  1  5

Number of cases read:  158    Number of cases listed:  158
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Code Sheet

Subj. # - assigned (1-90)

Gr - Grade 10, 11 or 12

Sex - Male =1
Female=2

Wstat - Work Status
Worker=1
Non-Worker=2
Job-Seeker=3

Ses - Socioeconomic Status
Professional=1
White Collar & Management=2
Blue Collar=3
Missing=0

The following questions were coded from 1-5, as indicated by the five-point scale on the questionnaire: 1, 3-8, 10, 15-16, 19-20, 25, 27, 29-32

The following true/false questions were coded as follows: True=1, False=2, Missing=0 - 2, 12-13, 17-18, 22-23, 26, 28, 39

The following yes/no questions were coded as follows: Yes=1, No=2, Missing=0 - 14, 36, 43

Questions 9, 11, 34 and 35 were coded from 1-6 as follows:

None=1	11-15=4
1-5=2	16-20=5
6-10=3	21+ =6

Question 21: drop out=1
finish high school=2
post-secondary diploma=3
university degree=4
no plans=5

Question 24: agree=1
disagree=2
undecided=3

Question 33 is a checklist of eleven items (a-k). All items the parents pay for are coded as 1, all items the student pays for are coded as 2.

Question 37: (a) =1
(b) =2
(c) =3
(d) =4

Question 38: (a) number of required classes indicated is coded directly
(b) number of elective classes indicated is coded directly

Questions 40 & 42: the number of activities checked off and/or listed is totalled and entered as the value for each of these questions.

Question 41:

less than 50%=1	71%-80%=4
50%-60%=2	81%-90%=5
61%-70%=3	91%-100 =6

Question 44:

No=0	
less than 20=1	61-80=4
21-40=2	81-100=5
41-60=3	over 100=6

Question 45a: number of jobs indicated is coded directly
45b: number of summer jobs indicated is coded directly

Qustion 46: Yes - Wstat=1
No - Wstat=2
NO - (a) Wstat=3
(b) Don't have time - schoolwork=1
Don't have time - extra-curricular activ.=2
Don't need the money=3
Parents disapprove=4
Tried but couldn't find one=5
Don't have time - responsibilities at home=6
Other=7
Yes - (a) number of hours indicated is coded directly

(c) food service=1
manual labor=2
retail sales=3
cleaning=4
clerical=5
child care=6
other=7

(d) number of months indicated is coded directly

(e) average amount earned is coded directly

(f) Yes=1, No=2

(g) much better=1
little better=2
same=3
gone down=4
big drop=5

(h) spending money=1
luxury items=2
work experience=3
something to do=4
money for vehicle=5
save money for college=6
get away from home=7
to meet people=8
help out family=9
peer pressure=10
family pressure=11
way of achieving=12
other=13

(i) Coded from 1-5 as indicated by the five-point scale

(j) my parents encourage me to work=1
my parents approve of me working=2
my parents prefer I didn't work=3
my parents have no opion either way=4

(k) homework=1
extra-curricular - school=2
extra-curricular - outside school=3
chores at home=4
watching T.V.=5
spending more time with friends=6
spending more time with family=7
have more time to myself=8
other=9

Questionnaire Sub-Scales

Sub-Scale	Question Numbers
Time Spent with Family	#8, 25, 30
Quality of Family Relationships	#3, 4, 7, 16, 19, 27, 29, 31
Family Decision-Making	#1, 15
Financial Autonomy	#33
Satisfaction with School	#6, 10, 32
School Performance	#5, 9, 41
Extra-Curricular School Activities	#34
Extra-Curricular Activities Outside School	#35
Social Desirability Scale	#2, 12, 13, 17, 18, 22, 23, 26,28, 39

Appendix E

In establishing the internal consistency of each of the multi-item sub-scales, Pearson correlations were computed. These correlations are included herein.

Table 2

Pearson Correlations

Time Spent with Family

		Subscale
Quest. #	Q#8	0.84
	Q#25	0.78
	Q#30	0.74

Quality of Familial Relationships

		Subscale
Quest. #	Q#3	0.65
	Q#4	0.62
	Q#7	0.72
	Q#16	0.76
	Q#19	0.52
	Q#27	0.68
	Q#29	0.72
	Q#31	0.58

Family Decision-Making

		Subscale
Quest.#	Q#1	0.90
	Q#15	0.91

Financial Autonomy

		Subscale
Quest.#	Q33A	0.51
	Q33C	0.57
	Q33D	0.56
	Q33E	0.50
	Q33F	0.56
	Q33G	0.67
	Q33H	0.57
	Q33	0.68
	Q33J	0.70
	Q33K	0.62

School Performance

		Subscale
Quest.#	Q#5	0.72
	Q#9	0.67
	Q#41	0.72

Satisfaction with School

		Subscale
Quest.#	Q#6	0.76
	Q#10	0.80
	Q#32	0.60

Appendix F

In establishing the reliability of each of the multi-item sub-scales, split-half reliability coefficients were computed. These coefficients are included herein.

Table 3

Split-Half Reliability Coefficients

Subscale	Split-Half ReliabilityCoefficient
Time with Family	0.74
Quality of Familial Relationships	0.73
Family Decision-Making	0.77
Financial Autonomy	0.79
Satisfaction with School	0.55
School Performance	0.42